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ABSTRACT

Materials dealing with education of migrant adults and children were selected for compilation to provide access to some of the latest research findings and developments on migrant education. This 1970 supplemental bibliography serves as an update to the original bibliography on migrant education which was published by ERIC/CRESS in March of 1969. Listed are approximately 75 citations (with abstracts) which have been entered in the ERIC system from February of 1969 through June of 1970. All citations are indexed under ERIC descriptor terms following the text of the bibliography. (AN)

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MIGRANT EDUCATION

A SELECTED BIBLIOGRAPHY

Supplement No. 1

Compiled by

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FOREWORD

SOURCE OF MATERIALS:

This bibliography was compiled to provide access to some of the latest research findings and developments in the education of migrant children and adults. It is a supplement to Migrant Education, A Selected Bibliography, a previous ERIC/CRESS publication which includes more than 100 citations and abstracts, and a subject index for documents on migrant education which were entered in the ERIC system. The basic bibliography lists citations which have appeared in Research in Education (RIE), a monthly publication of the Office of Education, through the January 1969 issue. The present supplement contains citations and abstracts which have appeared in RIE from February of 1969 through June of 1970.

A subject index is included at the end of this bibliography to assist the user in locating citations pertaining to a given subject area. The index terms are identical, or similar, to the descriptors under which the document was indexed in RIE.

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Additional copies of the basic bibliography may also be ordered from Duplicating Service at New Mexico State University for $1.75 per copy. In addition, the basic bibliography has been entered in the ERIC system as ED 028 011 and is available from EDRS in both microfiche ($0.50) and hard copy ($3.60).

It is anticipated that supplements of this nature will be published annually to update the basic bibliography.

MIGRANT EDUCATION

ED 022 598 NOT AVAILABLE FROM EDRS

TEACHING CULTURALLY DISADVANTAGED IN THE ELEMENTARY SCHOOL.
Cheyney, Arnold B., 1967, 171p. Also available from Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($2.95).

The culturally disadvantaged child's lack of facility in oral expression is caused primarily by an inadequate vocabulary. Teaching practices capitalizing on the seemingly inherent high degree of physical involvement of the disadvantaged child have met with much success. Educational games, plays which call for imagination and emphasize correct speech patterns, and classroom activities emphasizing the receptive skills of reading and listening seem to be ideally suited to the disadvantaged child. While expressive skills can be greatly enhanced through choric speech and dramatic experiences, writing activities of culturally disadvantaged children are best motivated through personal experiences. Games, instructions for making audiovisual aids, and bibliographies of resources are provided throughout the document. (DA)

ED 022 619 MF - $0.25, HC - $1.36

AN APPROACH TO MIGRANT BILINGUAL EDUCATION.
Jacobs, Charles C., Delaware State Department of Public Instruction, Dover, 1967, 32p.

The increased number of Spanish-speaking migrant workers utilized in New Jersey agriculture has made it necessary for the public schools to provide educational programs for bilingual students. This document presents activities and rationale designed to help such children in becoming bilingual and bi-cultural. Included are English-to-Spanish word lists (with phonetic spellings) to familiarize teachers with a basic Spanish vocabulary. Selected instructional activities are presented for elementary, middle, and upper level students. The emphasis of the program is on student involvement in oral activities to increase communication skills in an unfamiliar language. (DK)

ED 023 492 MF - $0.25, HC - $0.80

BILINGUAL EDUCATION.
Rodriguez, Armando, 1968, 14p. This paper was presented at the National Conference on Education Opportunities for the Mexican American, Austin, Texas, April 25-26, 1968.

Bilingual education is the process of instructing the child in his native language in some or all the curricular areas while he is learning English in the public school. This process prevents academic retardation due to a lack of proficiency in the English language. Bilingual

education gives each student a base for success in the world of work, while preserving and enriching the cultural and human resources of a people. It is recommended that pilot programs and demonstration projects in bilingual and bicultural education, initiated under Title 7 of the Elementary and Secondary Education Act, illustrate how other federal assistance programs could better be used to support similar educational undertakings. It is also suggested that more emphasis be placed on inservice programs in bilingual teacher education. (DA)

ED 023 500 MF - $0.25, HC - $1.20

NATIONAL GOALS FOR MIGRANT EDUCATION.
Cheyney, Arnold B. and Herbert W. Wey, 1968, 22p. This paper was presented at the National Conference on Migrant Education, Denver, Colorado, May 15-17, 1968.

Allocation of Federal funds has initiated many programs designed to study and solve migrant education problems. Evaluation of the effect of these programs has been after-the-fact, without adequate controls to evaluate an objective which has not been adequately defined. The objectives suggested as national goals in this paper are: (1) develop and extend nutritional and medical care to migrant mothers and children from conception to early school years; (2) arrange conditions so that migrant youth can make a decision to leave or stay in the migrant stream; (3) develop a projection of migrant needs into the future; (4) collect data concerning migrant families; (5) develop coordination and cooperation among states and agencies; (6) develop pre-service and inservice education for teachers of migrants; (7) meet migrant problems at the local level; and (8) maintain constant evaluation of the objectives. (DK)

ED 023 502 MF - $0.75, HC - $9.90

COMPENSATORY EDUCATION IN CALIFORNIA, 1966-67. ANNUAL EVALUATION REPORT.
Braund, Robert A. and others, California State Department of Education, Office of Compensatory Education, Sacramento, 1967, 196p.

Title I of the Elementary and Secondary Education Act of 1965 is California's major source of funds for compensatory education programs designed to enhance the educational attainment of children from poverty backgrounds. The annual state evaluation report provides information on the distribution of Title I funds, the number of students served, and the types of activities provided through these funds. An evaluation of selected activities provides information concerning the effectiveness of various activities in relation to the demographic characteristics (central, city, urban, suburban, and rural) of the school districts receiving funds. Also presented is an evaluation of the California plan for migrant education, including innovative and exemplary projects, administrative coordination, and evaluation methods. Other special

programs evaluated in this document are programs for neglected and delinquent youths, the mentally retarded and mentally ill, and the handicapped. (DK)

ED 023 504 MF - $0.25, HC - $0.85

MIGRANT MINISTRY, 1967. ANNUAL REPORT.
National Council of Churches of Christ, New York, New York, 1967, 15p.

The first annual meeting of the Migrant Ministry Section discussed and evaluated 10 policy and program goals established for the Fifth Decade. The result was the adoption and assignment for implementation of recommendations in 5 Task Force areas concerning migrant labor, education, and training. Significant parts of 35 state reports are presented to indicate the progress which has been made in new programs. (SW)

ED 023 505 MF - $0.75, HC - $8.10

TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN. ANNUAL EVALUATION REPORT.
Texas Education Agency, Division of Compensatory Education, Austin, 1967, 160p.

Sixteen thousand seven hundred and sixty-six migrant children participated in 1966-67 in Texas projects for migrant education. An overall evaluation of the 1966-67 Texas Project for the Education of Migrant Children is found in this report, along with evaluations of the summer 1967 Texas Migrant Interstate Cooperation Project, and the Migrant Compensatory Education Project. Graphs and statistical data are given for each of the 3 evaluation reports. Also included are narrative reports on specific aspects of the projects and examples of evaluation materials used. (DK)

ED 023 507 MF - $0.25, HC $2.45

THE CALIFORNIA MIGRANT FARM WORKER, HIS FAMILY, AND THE RURAL COMMUNITY.
Barnes, Robert F. and others, California University, Department of Applied Behavioral Sciences, Davis, 1967, 47p.

The provision of housing facilities and child day-care centers for migrant workers has in many cases produced problems among migrant workers and the communities concerned. The reactions of both groups have ranged from generally positive to highly negative. This monograph presents the findings of an exploratory study conducted during the first year of a proposed three-year study which will attempt to identify, analyze, and understand the various divergent perspectives of migrants and the rural communities in which they are found. Data are presented on the attitudes of the communities in which migrant housing facilities are to be placed, including demographic information, attitudes toward the facility and migrant families, and factors affecting these attitudes. Data are also given on migrant workers and the day-care centers provided by the Office of Economic Opportunity. (DK)

ED 023 522 MF - $0.25, HC - $2.80

A DEMOGRAPHIC STUDY OF DELAWARE'S MIGRANT POPULATION: A. THE FLOW OF MIGRANT LABOR; B. THE MIGRANT SCHOOL CHILD.
Thomasson, L. B. and M. E. Thomasson, Delaware State Department of Public Instruction, Dover, 1967, 54p.

A study conducted for the Vocational-Technical Division of the Delaware Department of Public Instruction traced the flow of the migrant population from place of origin through their work period in Delaware and back to their place of origin, described the educational needs of migrant workers' younger children in juxtaposition to what state educational services were available, and interpreted the information gathered. Approximately 4,301 temporary agricultural workers, predominantly Negroes, were reported to have been employed in Delaware during 1967. The 7 nursery schools which the State Department of Public Instruction conducted for the migrant population aged 2 to 6 years during the summer of 1967 attempted to meet both day care and developmental needs of the children. Both aspects of the program were met adequately. Five case studies of migrant children conclude the report. (VM)

ED 023 761 MF - $0.50, HC - $3.15

AN EVALUATION OF THE SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN IN DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLORIDA.
Special Educational Project for Migrant Children, Naranja, Florida, 1966, 61p.

Evaluated are the various features of a project for the education of migrant children in a rural section of Florida. The objectives of the program were to ascertain the special educational needs of this population and to develop programs to meet their needs; to offer necessary supplemental and remedial activities and social and educational experiences for kindergarten-age migrant children; and to develop a prototypal pilot program. The kindergarten and language arts programs are described, and information on classroom materials is included. Also reported are the in-service training and adult education activities and the role and functions of the visiting teacher-social worker in migrant communities. An important facet of the project was the introduction of record-keeping procedures which enabled identification of migrant children in the schools. Another feature was the attempt to obtain psychological evaluation and a record of reading scores of all the migrant children. (NH)

ED 024 482 MF - $0.50, HC - $4.35

EDUCATING MIGRANT CHILDREN.
Mattera, Gloria and others, New York State Education Department, Albany, 1968, 85p.

To help provide the best kind of learning environment for migrant children is the intent of this handbook. Historical, economical, and environmental information that is essential to understanding and working effectively with these children is presented. Suggestions for

initiating, conducting, and evaluating a summer program are offered, as well as additional suggestions for initiating and coordinating a Day Care Center and providing for the migrant child in the regular school-year program. National, state, county, and local agencies with responsibility for migrants in New York are identified. Sample evaluations for field trips and a Summer School Program conclude the handbook. (SW)

ED 024 489 MF - $0.50, HC - $3.85

SUGGESTIONS FOR TEACHING THE MIGRATORY PUPIL.
Blanton, Dolly and others, Richland School District, Shafter, California, 1967, 75p.

Suggestions for teachers of migrant children are offered in seven individual teaching guides which were developed as part of a research and curriculum development project to improve the teaching of migratory pupils. Levels of study include grades four, five, six, and seven, and one general unit deals with providing an effective learning environment for migrant children. Different units represent the subject areas of history, geography, science, and mathematics. (SW)

ED 025 337 MF - $0.25, HC - $1.05

YOUTH IN RURALITY, A BIBLIOGRAPHY.
Charles, Edgar B. (comp.), New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, University Park, 1967, 19p.

Approximately 200 books, pamphlets, and documents published between 1949 and 1966 comprise this bibliography on rural youth. The primary emphasis is on the education of rural youth, but included is a wide spectrum of subjects that impinge on the rural environment, such as mental health, vocational aspirations and opportunities, functions of the church, and economic variables. The documents are listed alphabetically by author. The bibliography was prepared for the National Outlook Conference on Rural Youth, Washington, D.C., October 23, 1967. (DK)

ED 025 339 MF - $0.50, HC - $3.30

A GUIDE FOR PROGRAMS FOR THE EDUCATION OF MIGRANT CHILDREN.
Texas Education Agency, Austin, 1968, 64p.

Guidelines for programs related to the education of migrant children in Texas are outlined. Topics discussed include philosophy of migrant education, the instructional program, preschool guidelines, guidelines for the Texas Project for the Education of Migrant Children, preparations and planning for preschool teachers and aides, the enrichment program, ancillary services, teacher-teacher aide interpersonal relationship, utilization of the teacher aide, parental involvement, non-verbal communication, inservice training program, and evaluation. The document concludes with recommended eligibility and parental permission forms. (SW)

ED 025 340 MF - $0.50, HC - $4.05

MIGRANT EDUCATION REGIONAL DEMONSTRATION PROJECT, COMPONENT OF THE CALIFORNIA PLAN FOR MIGRANT EDUCATION. PROCEDURAL HANDBOOK.
Regional Migrant Demonstration Project, Merced, California, 1968, 79p.

As discussed in this procedural handbook, the Regional Migrant Education Demonstration Project was established in April of 1967 to evaluate the concept of regional organization as recommended in California's Plan for Migrant Education. Topics covered in the handbook include legal requirements for the establishment of the project, administrative procedures, project description, educational status of migrant children (characteristics, needs, and objectives), a basic theoretical model for the program, description of program components and supportive services, and the program operation and procedures. The appendices contain a checklist of communication strategies and program procedures for administrators and other personnel, procedures for the board of directors, description of the sponsoring agency and fiscal management, job descriptions and qualifications, personnel requirements and benefits, and the salary schedules and calendar. (DK)

ED 025 341 MF - $0.50, HC - $3.45

REGIONAL MIGRANT EDUCATION DEMONSTRATION PROJECT, A COMPONENT OF THE CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN. REPORT.
California State Department of Education, Sacramento, 1967, 67p.

The annual report of the three-county Regional Migrant Education Demonstration Project presents a narrative description of the philosophy and planning of the project, a program overview, and implementation procedures and activities. The appendices contain budget information, statistical information on health services, schedules for two workshops on migrant education, five questionnaires used in the evaluation procedures, the basic theoretical model for the program development, and a graphic representation of attendance figures for 1967. (DK)

ED 025 344 MF - $0.50, HC - $5.40

COUNTY PROFILE OF AGRICULTURAL MIGRANT WORKERS IN ILLINOIS. A REPORT OF THE COMMITTEE ON AGRICULTURAL MIGRANT WORKERS.
Illinois Committee on Agricultural Migrant Workers, Commission on Children, Springfield, 1967, 106p.

A survey was conducted in Illinois to determine services available for the health, education, day care, housing, and welfare of agricultural migrant families. Further purposes of the survey were to determine changes in migration patterns within the State and to examine the effect of family services on the recruiting and holding of migrant workers. County profiles were established indicating services provided in each of the 46 counties. (DK)

ED 026 159 MF - $0.25, HC - $1.70

THE STUDY OF MIGRANTS AS MEMBERS OF SOCIAL SYSTEMS.
Shannon, Lyle W., 1968, 32p. This is a reprint from Proceedings of the Annual Spring Meeting of the American Ethnological Society, 1968.

A 1958-65 study of Mexican Americans, Negroes, and Anglos in Racine, Wisconsin, provided researchers with an opportunity to see: (1) if world view and level of aspiration were more closely related to race and ethnicity or to sociologically meaningful categories of people in the urban-industrial society and (2) how world view and level of aspiration related to each other and to the organization of society and its sub-groups. Comparative analysis of questionnaires from a sample of 800 and a subsample of 545 (created by removing respondents who did not appear to comprehend interview questions) resulted in a series of detailed statistical descriptions of locale of socialization, education, first work experience, work careers, and other variables in relation to measures of economic absorption and cultural integration. Evidence indicated that (1) those Negroes and Mexican Americans in Racine who had less exposure to traditions which favored an active attitude toward the world reflected a more passive attitude toward change than did Racine Anglos and (2) there was a direct relationship between active or passive value orientations and the aspirations of respondents for their children. (SW)

ED 026 167 MF - $0.50, HC - $4.95

AN ANALYSIS OF THE MEXICAN AMERICAN MIGRANT LABOR FORCE IN THE STOCKBRIDGE AREA.
Rodriguez-Cano, Felipe, 1966, 97p. This thesis was submitted to Michigan State University, Department of Sociology, 1966.

A descriptive and exploratory study designed to determine demographic and behavioral characteristics of Spanish-speaking migrant workers was conducted in the Stockbridge, Michigan, area. Economic, social, and demographic characteristics (such as age, educational level, income, and family size) and behavioral patterns (such as recruitment and decision-making processes, work experience satisfactions, and aspirations) were analyzed by means of interviews and questionnaires. It was found that this group was relatively young, had a low level of education and income, had an average family size of 3.6 children, was of Mexican descent, and was born in Texas. It was also found that the Mexican American workers had little non-farm experience, were satisfied with farm labor, aspired for better jobs and more education for their children, and had a feeling of alienation. The older workers appeared more satisfied, and the younger workers had higher aspirations. Questionnaires utilized in the study are contained in the appendix. (SW)

ED 026 172 MF - $0.25, HC - $2.70

ATTITUDINAL CHARACTERISTICS OF MIGRANT FARM WORKERS. FIRST PAPERS ON MIGRANCY AND RURAL POVERTY: AN INTRODUCTION TO THE EDUCATION OF MEXICAN AMERICANS IN RURAL AREAS.
Ulibarri, Horacio, University of Southern California, School of Education, Los Angeles, 1968, 52p.

A presentation on socio-cultural-attitudinal characteristics of migrants and the impact of education is one of a series of lectures given during the pre-service phase of a 2-year Teacher Corps training program. An outline of the cultural differences which exist between the Mexican American and the Anglo American reveals differences in personality characteristics and modes of life style. Problems are described which the Mexican American encounters in the process of acculturation, and programs are suggested which are designed to satisfy the needs of the Mexican American and to give him a positive image of his cultural heritage. Interview summaries and worksheet scales used in the pre-service phase of the program are included. Related documents are ED 026 173 and ED 026 174. (SW)

ED 026 173 MF - $0.25, HC - $1.75

AGENCIES AND THE MIGRANT: THEORY AND REALITY OF THE MIGRANT CONDITION. FIRST PAPERS ON MIGRANCY AND RURAL POVERTY: AN INTRODUCTION TO THE EDUCATION OF MEXICAN AMERICANS IN RURAL AREAS.
Abeytia, Hector and others, University of Southern California, School of Education, Los Angeles, 1968, 33p.

Lectures included in this volume are: Operation SER (Service, Education Rehabilitation); Unions and Farm Labor; California Plan for the Education of Migrant Children; Housing Camps for Migrants; and California Legal Rural Assistance. These lectures have been chosen from those presented as part of the pre-service phase of a 2-year Teacher Corps training program. One of the objectives of the pre-service phase is the development of a better understanding of concepts of community involvement and the kinds of programs already in existence, and the dissemination of information about social conditions, work conditions, and community services. Related documents are ED 026 172 and ED 026 174. (SW)

ED 026 174 MF - $0.25, HC - $2.50

THE MEXICAN AMERICAN HERITAGE: DEVELOPING CULTURAL UNDERSTANDING. FIRST PAPERS ON MIGRANCY AND RURAL POVERTY: AN INTRODUCTION TO THE EDUCATION OF MEXICAN AMERICANS IN RURAL AREAS.
Graham, Richard and others, University of Southern California, School of Education, Los Angeles, 1968, 48p.

The following lectures are included in this volume: Needed: "Turned on" Teachers; The Most Important Advantage; HILT: High Intensity Language Training; The Education Gap: Why Mexican American Children Fail in School; The Mexican American Heritage; The Invisible Poor: The World of the Migrant; and Emergence of the Mexican American. The lectures have been selected from those presented as part of the pre-service phase of a 2-year Teacher Corps training program designed to create understanding of cultural differences and to define the teacher's newly emerging role as a translator of community expectations for Spanish-speaking migrants, seasonal farm workers, and others who are disadvantaged. Related documents are ED 026 172 and ED 026 173. (SW)

ED 026 176 MF - $0.25, HC - $2.50

CLASSROOM PROJECTS AND LINGUISTIC LABORATORY FOR NON-ENGLISH SPEAKING CHILDREN OF OKLAHOMA.
Oklahoma State Department of Education, Oklahoma City, 1968, 48p.

The 5 most pressing educational needs of children of Mexican American migratory workers in Oklahoma are seen to be in (1) inadequate command of the English language, (2) nutritional deficiencies, (3) social adjustment problems, (4) proper physical hygiene, and (5) curricular planning and bilingual personnel. In an effort to meet these needs, the Oklahoma State Department of Education, with the aid of Elementary and Secondary Education Act (ESEA) Title I funds, has initiated several innovative programs including a migrant linguistic laboratory with modern electronic equipment to aid in the improvement of oral communication and reading skills, and a teacher workshop to teach conversational Spanish to teachers of migrant children. (DA)

ED 026 178 MF - $0.50, HC - $6.05

A SURVEY OF EDUCATIONAL PROGRAMS FOR AGRICULTURAL MIGRANT CHILDREN DURING 1967.
Scott, Ellis Bryan, 1968, 119p. This dissertation was submitted to the New Mexico State University, Las Cruces.

A national survey analyzed migrant education programs during 1967. The objectives were to identify: (1) those school districts reporting

migrant children under Title I, ESEA, (2) the number of school districts providing migrant education programs both during the regular school year and summer term, (3) the major curricular emphasis and grade levels of each program, (4) the sources of funds used in providing these programs, (5) the amount of inservice training provided teachers of migrant children, (6) the qualifications for teachers of migrant students, and (7) the number of these programs which included special services. Questionnaires were sent to State Departments of Education, Departments of Labor, Migrant Ministries, and schools. It was found that: (1) the number of schools using Federal funds increased, (2) special education programs for migrant children were provided in 183 schools, (3) most programs were directed toward language arts, (4) regular school funds were often used for the programs, (5) differing amounts of inservice training were provided, (6) teacher qualifications compared favorably with qualifications for teachers in other programs, and (7) special services were provided in several areas. (SW)

ED 028 000 MF - $0.50, HC - $6.35

A HANDBOOK FOR TEACHERS OF MIGRANT CHILDREN IN WYOMING.
Wyoming State Department of Education, Cheyenne, 1968, 125p.

The purpose of this handbook is to assist those who work with the Migrant Children's Summer Programs in providing improved educational offerings. Objectives of a migrant program instituted in Wyoming for the children of Mexican American migrant workers are enumerated, along with personnel and administrative requirements necessary to institute similar programs in other locations. Specific guidelines to be followed in the teaching of migrant children are provided in each of 10 curricular areas (including art, health and safety, mathematics, and language arts). A system is also outlined which is being used to provide for the maintenance and transfer of a student's academic records as the migrant family moves within a state or between states. A selected bibliography is included on teaching the educationally disadvantaged. (DA)

ED 028 001 NOT AVAILABLE FROM EDRS

REINFORCEMENT EXPECTATIONS AND EFFECTIVENESS AMONG MEXICAN-AMERICAN MIGRANT AND NON-MIGRANT CHILDREN.
Rodriquez, Minerva D., 1968, 48p. This document is available on inter-library loan from Texas Woman's University Library, Denton, Texas 76204.

In an effort to determine reinforcement and its effectiveness among Mexican American migrant and non-migrant children, 2 tests (the Children's Locus of Control Scale and the Peabody Picture Vocabulary Test) and some questions were administered to 60 first and second graders from 2 elementary schools in Laredo, Texas. It was expected that Mexican American

migrant children, when compared to non-migrant children, would be low in their level of aspiration and would respond more to concrete than to social rewards. The study indicated that migrant children had a lower level of aspiration than a comparable group of non-migrants. It also suggested that migrant children were less influenced by social rewards than Mexican American children in general. Recommendations included (1) that more thorough studies on Mexican Americans be conducted and disseminated, (2) that more community experiences be provided for migrant children within the educational system, (3) that parents and children in culturally deprived homes be made aware of higher education and occupation possibilities, and (4) that teachers be more sensitive to the problems of these children. (CM)

ED 028 004 MF - $0.25, HC - $1.80

THE EFFECT OF SELECTED COMMUNICATION PATTERNS ON LEVEL OF ABSTRACTION, LENGTH, AND COMPLEXITY OF SENTENCE IN SPEECH OF CHILDREN. FINAL REPORT.
Smith, Dennis R., State University of New York, Research Foundation, Buffalo, 1969, 34p.

The effect was investigated of diadic, peer group discussion and role-playing communication patterns on level of abstraction, length of response, and complexity of sentence structure in the speech of children from low socioeconomic environments in response to a verbal task using 2 levels of abstraction (objects and pictures of objects). Subjects consisted of 69 children (50 were predominantly Spanish-speaking), kindergarten through third grade, in a school for children of migrant workers in Leoti, Kansas. Significant differences were found between the three patterns of word, phase, and sentence responses. Evidence indicated that dimensions of the communication situation interact significantly with the speech response of the child. (JM)

ED 028 007 MF - $0.25, HC - $1.85

MIGRANT PROGRAMS, FISCAL YEAR 1968 (SCHOOL YEAR 1967-68). ANNUAL EVALUATION REPORT.
Iowa State Department of Public Instruction, Pupil Personnel Services Division, Des Moines, 1968, 35p.

Elementary and Secondary Education Act, Title I, Mexican American migrant programs in the state of Iowa stressed low pupil-teacher ratio, establishment of students' educational attainment, and use of ungraded curriculum. Since the language barrier was identified as a major obstacle to information transmission in the classroom, oral language concepts and Spanish-speaking teacher aides were utilized. Nutritional requirements of these disadvantaged children were met daily by free

breakfasts and lunches. A health program including full medical and dental services was instituted. Field trips and parties, as well as organized physical education activities, provided cultural enrichment opportunities. It was found that the major obstacle to the migrant programs was financial. By shifting funds from districts not utilizing their total allocation, it was possible to sustain the Mexican American migrant programs. (DA)

ED 028 009 MF - $0.25, HC - $1.35

CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN. EVALUATION REPORT, JULY 1, 1967 - JUNE 30, 1968.
California State Department of Education, Office of Compensatory Education, Sacramento, 1968, 25p.

The California Plan for the Education of Migrant Children was an innovative approach designed to provide supplementary educational services to migrant children. The 2 major programs were (1) supplemental assistance to school districts and county offices to establish new and strengthen existing programs, and (2) interstate programs to coordinate efforts among states. Program I consisted of supplementary education services, a teacher assistant program, and migrant teacher institutes. Program II served as a vehicle for the cooperative development of a uniform Migrant Student Record Transfer form made available to all states. To evaluate the effectiveness of program activities, various types of objective measuring instruments, case studies, and subjective data were used. Recommendations were that (1) funds be provided to serve children younger than 5 years of age, (2) more lead-time be allowed for planning all aspects of the program, (3) guidelines be made available to states well in advance, (4) allocation for administration activities be increased to at least 5 % of the state's allocations, and (5) migrancy be defined by the Federal Government for uniform application. (CM)

ED 028 014 MF - $0.25, HC - $0.70

A SELECTED BIBLIOGRAPHY CONCERNING THE EDUCATION OF MEXICAN-AMERICAN MIGRANT CHILDREN.
Karr, Ken, California State Polytechnic College, Education Department, San Luis Obispo, 1969, 12p.

Ninety-four citations focusing on the education of Mexican American migrant children in the Southwest are presented. All references were published from 1960 to 1969. An addendum lists 52 related publications, some of which were written prior to 1960, that have direct reference to the education of Mexican Americans. Some citations include annotations. (JH)

ED 028 850 MF - $0.25, HC - $1.50

SUMMER PROGRAMS FOR MIGRANT CHILDREN. SPECIAL ISSUE, YOUR PUBLIC SCHOOLS, VOLUME 6, NUMBER 8.
Brown, Dorothee and Zita Lichtenberg (eds.), Office of the State Superintendent of Public Instruction, Olympia, Washington, 1968, 28p.

Federal funds are provided for operation of 21 summer migrant education programs in Washington State for 2,300 preschool and elementary-age, predominantly Mexican American and Indian children of migrant farm workers. Other agencies--public and private--contribute financial support to the summer educational activities. In most cases the programs have an adequate supply of teachers, bilingual teacher aides, and community volunteer help. Individual attention is emphasized in teaching reading, language development, physical and health education, and art and music. When necessary, remedial work is given to the children; some programmed instruction is used. Many of the programs include weekly field trips to broaden world experiences, often through outdoor education. The home-school relationship is stressed as an important phase of the programs. Two curriculum materials centers are being developed to provide for improved supportive services to schools. (JAM)

ED 028 875 MF - $0.25, HC - $1.55

OHIO CONFERENCE ON MIGRANT EDUCATION.
Walker, Jess and others, Ohio State Department of Education, Columbus, 1968, 29p.

Three papers were presented at a seminar which identified problems in migrant education. Dr. Jess Walker from the Department of Teacher Education at Western Michigan University emphasized the role of the teacher in molding the lives of children and the need for special training for teachers of the disadvantaged. Dr. Mary Harbage, Professor of Education at Wright State University, discussed problems of migrant children, some reasons for the children's failures, and some possible solutions for teaching these children. Dr. Ralph F. Robinett, Director of Bilingual Curriculum Development in Ann Arbor, Michigan, described pronunciation problems of Spanish-speaking migrant children by comparing the Spanish sound system and English sound system. (CM)

ED 028 877 MF - $0.75, HC - $7.75

OEO PROGRAMS FOR MIGRANT AND SEASONAL FARM WORKERS.
Educational Systems Corporation, Washington, D.C., 1969, 153p.

Programs sponsored by the U.S. Office of Economic Opportunity for unskilled, under-educated migrant and seasonal farm workers are summarized. It is emphasized that these programs have their major thrust

in preparing breadwinners for upgraded jobs and in preparing entire farm worker families for adjustment to the way of life that new jobs will bring. Projects outlined emphasize basic literacy skills, pre-vocational training, family rehabilitation, day care, and housing programs. Unique approaches devised by individuals and agencies to meet the problems of rapid job displacement and poverty of the farm worker are briefly described. A summary provides information on funding level, grantee description, areas served, and a brief statement of each project's activities. Listings are by states, cities, and current and past programs. (SW)

ED 028 878 MF - $0.25, HC - $0.70

A LANGUAGE TRAINING PROGRAM FOR PRESCHOOL MIGRANT CHILDREN.
Hagen, John W. and Daniel P. Hallahan, University of Michigan, Center for Research on Language and Language Behavior, Ann Arbor, 1968, 12p.

The English Oral Language Lessons were developed by the Foreign Language Innovative Curricula Studies (FLICS) of the University of Michigan. The lessons were designed for preschool children of Mexican American migrant workers with an emphasis on the structure of English sentences rather than on vocabulary. The study was constructed to test the effectiveness of the FLICS lessons. Two experimental groups of 9 subjects each received the FLICS lessons and were compared with a control group of 8 similar children who were in a nursery school program. The results indicated that both experimental groups performed significantly better than the control group and that the FLICS program did benefit the migrant children in terms of their language performance. Also, the study supported the conclusion that a short-term language training program could bring about changes in language performance of culturally disadvantaged children. (DK)

ED 028 879 MF - $1.00, HC - $10.90

A PROGRAM FOR FIVE-YEAR-OLD MIGRANT CHILDREN.
Texas Education Agency, Austin, 1968, 216p.

The program designed during the Institute for Kindergarten Teachers and Aides of Migrant Children is presented. Emphasis is placed on the concept that in order to learn anything, young children must have direct sensory experience related to the idea to be learned. It is pointed out that basic to all activities is an understanding of child development and child behavior. Various ideas are given as to learning experiences in which the child can acquire meanings and use the language necessary to express these meanings. Among these experiences for 5-year-olds are a mathematics program, art and music activities, and study topics from the physical environment and cultural world (for example, cocoons, the vineyard, and good grooming). Several suggestions are given concerning sources of content for children's programs through movies and field

trips. Included are descriptions of 6 videos made of 22 Mexican American children in classroom situations, and a summary of characteristics of effective teacher aides. Numerous bibliographies are listed throughout the document. (CM)

ED 028 880 MF - $0.75, HC - $8.40

BUCKNELL CONFERENCE ON FACILITATING THE LEARNING OF THE MIGRANT CHILD. REPORT OF PROCEEDINGS (AUGUST 19-30, 1968).
Goodwin, William L. and Paul J. Cieslak (eds.), 1968, 166p.

Activities of a 2-week conference dealing with facilitating the learning of the migrant child are evaluated. A brief historical review is presented to explain the reasons for this conference and a previous conference and to cite differences between the 2 conferences. Analyses of performance and attitudes of the participants during the conference, and a follow-up of participants' post-conference behaviors, are included. Additionally reported are the conference objectives, events and activities, evaluations of activities and participants' performances on cognitive and affective instruments, and recommendations growing out of the 2 conferences. The appendix contains the facilitation of learning models, lists of staff and participants, an extensive annotated bibliography, a lecture presentation, a verbatim transcription of observations of teachers after visiting schools for migrant children, and evaluation instruments. (SW)

ED 028 881 MF - $0.25, HC - $2.95

TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN, 1967-68. EVALUATION REPORT.
Texas Education Agency, Austin, 1968, 57p.

Impact and effectiveness of the Texas Project for the Education of Migrant Children and other such programs are examined. Solutions to the educational problems which face the migrant student within the operational framework of an on-going school system are outlined. Two representative innovations in Texas, a nongraded system and bilingual education, are briefly discussed. Evaluative data are included which were obtained by means of opinionnaires and standardized tests, with teacher-developed tests used less extensively. Methods are presented for coordinating the Texas Project with the Elementary and Secondary Education Act and the National Defense Education Act and for involving parents and the community. A summary is given of staff development via workshops and various institutes for teachers, aides, and administrators. Also included are brief descriptions of the Texas Migrant Interstate Cooperation Project, the Migrant Compensatory Education Project, and the Migrant Preschool Education. (CM)

ED 028 891 MF - $0.50, HC - $6.35

EVALUATION OF CONNECTICUT SCHOOL PROGRAMS FOR MIGRANT CHILDREN. TITLE I 89-750, FISCAL YEAR 1968.
McGowen, Dewey, Jr., Connecticut State Department of Education, Hartford, 1969, 125p.

The Connecticut school program for migrant children, which was conducted during the summer of 1968, implemented several innovative projects. Among these were dietary aides, visual stimulation for oral development, and parental participation. Ancillary services were also provided by the program (it was found that a large number of children, mostly Puerto Rican, had a hypertrophied tonsil condition possibly associated with malnutrition). Some of the objective measurements used by the program were wide-range achievement tests, reading skills diagnostic tests, arithmetic diagnostic tests, and teacher development tests. Various problems were encountered by the program, the major ones being funding and the shortage of qualified administrators. The Connecticut Department of Education concluded that (1) basic skills in the children improved very little but attitudes about going to school were changed; (2) there was more awareness by parents of their child's interest in school; (3) there was improvement in social, hygienic, and nutritional practices by the children; and (4) structured programs often did not meet the needs of the migrant child. (RH)

ED 029 722 MF - $0.75, HC NOT AVAILABLE

RESUME OF MATERIALS, SUGGESTIONS, AND REFERENCES GATHERED DURING THE SHIPPENSBURG CONFERENCE ON THE EDUCATION OF THE MIGRANT CHILD (JUNE 10-21, 1968).
Hinz, Marian C. (ed.), Shippensburg State College, Pennsylvania, 1969, 145p.

Abstracts of speeches presented at the Shippensburg Conference on Teaching the Migrant Child are included in this document. The speeches relate to the teaching of predominantly rural, migrant, and disadvantaged children. Among the topics are academic achievement of migrant children, identification of educationally deprived children, health and health care of migrants, problems of the migrant, and school and the migrant child. Several units of study are suggested to help teachers of these children. Ideas, along with materials needed and references, are given on a variety of games, creative and printing activities, field trips, bulletin boards, story groups, science topics, and music activities. Throughout the document, emphasis is placed on enriching the lives of the disadvantaged via a variety of experiences. [Not available in hard copy due to marginal legibility of original document.] (CM)

ED 029 723 MF - $0.75, HC - $9.10

THE RELATIONSHIP BETWEEN SELF-CONCEPT, INTELLECTUAL ABILITY, ACHIEVEMENT, AND MANIFEST ANXIETY AMONG SELECT GROUPS OF SPANISH-SURNAME MIGRANT STUDENTS IN NEW MEXICO.
Gillman, Geneva B., University of New Mexico, Graduate School, Albuquerque, 1969, 180p.

The primary data collected and analyzed in conjunction with this study were measurements of self-concept taken on a select sample of 428 fourth- and sixth-grade migrant children in New Mexico, 90% of whom were Spanish-surname migrants. The self-concept scores were correlated with scores from measures of intelligence and achievement; these findings were contrasted with the findings of 2 other studies using the same instruments and involving similar groups of educationally disadvantaged children from different ethnic backgrounds. Chi-square, "t" test, and Pearson correlational techniques were employed in the analysis of relevant data. Conclusions of the study suggested a tendency toward a positive correlation of self-concept with other variables measured. In addition, it was found that the New Mexico students, responding to the instruments used, generally had lower self-concept scores, lower mean grade placements, and rated lower on the total I.Q. index than did white students in a Georgia study; but the New Mexico students generally rated higher on the same instruments than did Negro students participating in a Louisiana study. (EV)

ED 029 745 MF - $0.25, HC - $2.80

TEACHING MIGRANT CHILDREN: THE PROBLEM AND AN APPROACH.
Ponce, Carlos and Lafayette Powell, Kutztown State College, Pennsylvania, 1968, 54p.

The 2 sections of this document are concerned with the problem of teaching migrant children and a possible approach to doing the job more effectively. The first section is devoted to describing the life and deplorable living conditions of Puerto Rican and Negro migrant workers. The experiences encountered by the children in such an environment are discussed as influences on academic achievements. The problems of the migrant workers, ranging from language handicaps to nutritional deficiencies to automobile ownership, are described. The second section includes a brief treatment of the multifaceted background of migrant children. Emphasis is placed on the positive factors which a teacher can employ effectively in order to increase learning. Activities and objectives are suggested with several basic teaching concepts. Several illustrations are included. (CM)

ED 030 052 MF - $0.50, HC $5.80

BIBLIOGRAPHY FOR MIGRANT EDUCATION PROGRAMS.
Educational Systems Corporation, Washington, D.C., 1968, 114p.

This annotated bibliography of curriculum and other materials is designed primarily to assist consultants and project directors for migrant and seasonal farm worker programs under the Office of Economic Opportunity. Curriculum materials for reading and language, English as a second language, social studies, mathematics, vocational education, and general adult basic education appear in the first section. Subsequent sections list testing instruments (reading and language, intelligence and general ability, achievement, vocational interests); professional journals, periodicals, and related matter on disadvantaged children and migrant ethnic groups; selected background studies and bibliographies on the Puerto Rican population; guides to education and career opportunities; Federal Government and other publications aimed at social and personal betterment; films and filmstrips; and miscellaneous catalogs and bibliographies. Prices (including free items) are cited wherever possible. An extensive list of publishers is also included. (LY)

ED 030 053 MF - $0.25, HC - $2.65

PRESENTATIONS, EDUCATIONAL TRAINING CONFERENCE FOR IMC, ILLINOIS MIGRANT COUNCIL (DECEMBER 7-8, 1968).
Educational Systems Corporation, Washington, D.C., 1968, 51p.

Papers prepared for this 1968 training conference for members of the Illinois Migrant Council dealt with the migrant dilemma of poverty and powerlessness; the role of paraprofessionals in migrant education; guidelines for counseling and psychological testing techniques for teaching English pronunciation, vocabulary, and structure (English as a second language); and psychological principles of curriculum development for adult basic education. A conference questionnaire and tabulated responses are included. (LY)

ED 030 087 MF - $0.25, HC - $0.55

A BILINGUAL ORAL LANGUAGE AND CONCEPTUAL DEVELOPMENT PROGRAM FOR SPANISH-SPEAKING PRE-SCHOOL CHILDREN.
Benjamin, Richard C., 1969, 9p. This paper was presented at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

The Michigan Department of Education runs a comprehensive program serving the social, physical, occupational, and educational needs of its approximately 90,000 migrants. Described in this paper are materials prepared as a part of the education program for migrant preschoolers, most of whom speak a nonstandard dialect of Spanish. The

Oral Language Lessons, the "heart" of this program, provide the teacher who has little background in either linguistics or in teaching English as a foreign language with linguistically controlled activities while at the same time preparing her to develop similar activities of her own. The 59 English and 61 Spanish lessons, each taking approximately 15 minutes, are designed to be used at the rate of about 3 per day for 8 weeks. The non-English-speaking children are taught to understand and discuss basic ideas about size, color, number, time, and space; to identify and describe familiar objects and relationships; and to ask questions, all in standard English. The Spanish lessons, taught by a Spanish-speaking person, prepare the child for the conceptual content of the English lessons and also help him acquire standard alternatives for certain nonstandard features of his own dialect of Spanish. These lessons correlate with similar materials being produced by the department which are available at the kindergarten and first-grade levels. (AMM)

ED 030 511 MF - $0.75, HC - $7.75

COURSE OF STUDY; ALTUS LINGUISTIC LABORATORY, ALTUS INDEPENDENT SCHOOL DISTRICT 18, ALTUS, OKLAHOMA, 1968.
Oklahoma State Department of Education, Oklahoma City, 1968, 153p.

A course of study in teaching English to Spanish-speaking migrant children at the elementary level was developed and put into use during the 1967-68 school year by the Altus Public Schools Migrant Linguistic Laboratory in Oklahoma. This course of study was designed to include an oral English emphasis without destroying pride in the mother tongue and culture. Approximately 200 migrant children attending school in the Altus Independent School District were taught under the program during the 1967-68 school year. By the third week of school, the program was divided into 3 classroom components: an audio-visual room, an electronics laboratory, and a conference room. Every child had an opportunity to be in each of the 3 classes each week. Approximately 100 records, films, and tapes were utilized in conjunction with the program. The course of study includes a schedule of activities for 36 separate weekly units. (EV)

ED 030 519 MF - $0.25, HC $0.75

CONSULTANTS' HANDBOOK.
Tuttle, Lester E., Jr. and Dennis A. Hooker (eds.), Florida Atlantic University, Boca Raton, 1969, 13p.

Two conferences, held in Florida in 1968 to prepare consultants to work with in-service professional and para-professional personnel

serving migrant children in Florida, led to this analysis of consultant, consultee, and professional staff reactions. Characteristics of a consultant and when and how to use his services are outlined. It is shown that a consultant's services might be utilized to improve the overall Florida Migratory Child Compensatory Program which includes the following areas: (1) programs to improve physical well-being, (2) bridging experiences to close the gap between home and school, (3) language development, (4) opportunities for growth in personal and social development, and (5) occupational development. A statement of general duties and responsibilities of county agencies, the Migrant Education Center, and the State Department of Education is given. (RH)

ED 030 523 MF - $0.75, HC - $7.25

AN ANNOTATED BIBLIOGRAPHY OF MIGRANT RELATED MATERIALS.
Florida Atlantic University, Boca Raton, 1969, 143p.

Over 1,000 annotated entries in this bibliography present a wide variety of materials related to the teaching and understanding of the migrant and culturally deprived student. Materials are divided into 6 major content areas: (1) health, (2) information on migrants and culturally disadvantaged, (3) curriculum materials, (4) guidance, (5) occupations, and (6) supplementary information. Each of the entries is conveniently indexed by a 4-digit code which indicates the content area, form of material, level of reading and/or interest, and availability. (DK)

ED 030 524 MF - $0.25, HC - $0.60

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM ANNOUNCEMENT OF STAFF DEVELOPMENT ACTIVITIES.
Florida Atlantic University, Boca Raton, 1969, 10p.

The intent given for the Florida Migratory Child Compensatory Program staff development activities is to assist local individual teachers, teacher groups, schools, and school districts in the implementation of in-service training activities that will enhance improvement of the individual teacher. Twenty-five experiences provided by problem-oriented, self-paced staff development activities are described. Educational needs of migrant children are identified under the following 5 rubrics: (1) physical well-being, (2) bridging experience, (3) language development (4) personal and social development, and (5) occupational development. Responsibilities toward the program of the counties, the Migrant Education Center, and the State Department of Education are outlined. (EV)

ED 031 316 MF - $0.25, HC - $1.15

ENGLISH PROGRAM FOR AGRICULTURAL MIGRANT WORKERS.
Puerto Rico Commonwealth, Department of Labor, New York, New York, 1958, 21p.

By legislative action in June 1958, the Commonwealth of Puerto Rico initiated a program to teach English as a second language to Spanish-speaking migrant workers. The purpose of the program is to improve employer-employee relationships and to help the agricultural migrant adjust to the English-oriented community when he is seasonally employed in the continental United States. Formal classes (vocabulary and language patterns), orientation periods (local laws, current events, consumer education), and recreational activities (games, sports, visits) are the 3 phases of the program. Lessons are divided into 3 groups, providing for varying degrees of knowledge of English. Procedures for teaching, including use of audiovisual aids, are included. (JH)

ED 031 319 MF - $0.50, HC - $3.95

MIGRANT EDUCATION HANDBOOK.
California State Department of Education, Office of Compulsory Education, Sacramento, 1967, 77p.

The handbook is directed to teachers of economically and culturally deprived, Spanish-speaking migrant pupils having a limited command or a complete lack of English. Several suggestions are given for (1) providing a wide range of opportunities for meaningful oral communication as a means of overcoming this obstacle and (2) promoting the use of standard English. Among the suggested activities are the use of real and vicarious experiences, reading aloud, art and music, and health and physical education. Techniques are presented for using these activities to develop social growth as well as reading and/or self concept. Methods of correcting special learning problems and the problems of school placement of the migrant child are recommended. Briefly treated are the advantages of having teacher aides and characteristics of persons best equipped to work as aides. Emphasis is placed on involving Mexican American parents by home visitation. Short bibliographies are provided. (CM)

ED 031 328 MF - $0.50, HC - $4.10

FAMILY PLANNING SERVICES AVAILABLE TO MIGRATORY FARM WORKERS IN THE MID-CONTINENT STREAMS.
Southwest Region Planned Parenthood-World Population, Austin, Texas, 1969, 80p.

The information in this directory is designed to promote continuity in family planning services for migrant families in mid-continent streams. The document provides professional personnel with a new tool to help meet the distinctive needs of individual migrants. Names, addresses, schedules, methods, and fee information of service agencies (health departments, medical clinics, planned parenthood centers, etc.) are arranged alphabetically by state and by city within each state. Plans are underway to update the directory periodically, and space has been allotted for inclusion of update information. (JH)

ED 031 354 MF - $0.25, HC NOT AVAILABLE

THE DIRECTION OF MIGRANT EDUCATION AS REVEALED BY SITE VISITS IN SELECTED COUNTIES OF SIX STATES.
Reiser, Emanuel, Office of Education, Department of HEW, Washington, D.C., 1968, 47p.

Field workers initially observed selected migrant programs in 30 counties in Arizona, California, Georgia, Florida, New Mexico, and Texas during a two-week period in early 1968. A two-day conference was then held, during which recommendations were made as to future direction in migrant education. Major strengths of the observed programs included a high percentage of bilingual staffs, assimilation of migrant children into school activities, and good vocational programs. Major weaknesses included a shortage of qualified teachers, a lack of an adequate definition of the migrant child, and generally inadequate materials. It was also observed that methods of recruitment of migrant school-aged children into schools varied both within and between states. In addition, very few examples of curriculum modification were observed, resulting in teachers relying primarily upon relating textbook materials to experiences of the migrant child. Recommendations included an improvement in transfer records, the development of multi-county projects in migrant education, the initiation of continuous inservice training programs for teachers, and an increase in supplemental services especially at the Federal level. [Not available in hard copy due to marginal legibility of original document.] (EV)

ED 032 139 MF - $1.00, HC - $11.60

LEARNING ON THE MOVE; A GUIDE FOR MIGRANT EDUCATION. Sherman, Neil W. and Alfred M. Potts, 2nd (eds.), Colorado State Department of Education, Denver, 1960, 230p. This guide was produced by Members of the Adams State College Workshop on Curriculum for Migratory Children. Also available from Colorado State Department of Education, State Office Building, Denver, Colorado 80203 ($1.50).

Ideas, methods, techniques, and materials to aid teachers in the education of migrant children are presented. This guide is the result of 4 weeks of intensive workshop planning and investigation into migrant education by a group of teachers, principals, and agency workers from Colorado, New Mexico, Arizona, Oregon, Texas, and California. Background information lends insight into administrative problems. Problems discussed are attendance, transportation, placement, student records, and health and lunch programs. The curriculum development presented encompasses educational needs, learning readiness, language arts, mathematical concepts, skill development and enrichment, reading, arts and crafts, science, physical education, and geography which utilizes travel experiences. Worksheets and exercises are outlined which aid in writing and skill development. Samples of forms and tests are included which are used in evaluating placement, reading ability, writing and language skills, and mathematical skill. A bibliography is included. (SW)

ED 032 140 MF - $0.50, HC - $3.85

HANDBOOK FOR TEACHERS OF AGRICULTURAL MIGRATORY CHILDREN. Ogard, E. M. and Alfred M. Potts 2nd (eds.), Oregon College of Education, Center for Teachers of Migrant and Disadvantaged Children, Monmouth, 1966, 75p.

In a handbook prepared for use in workshops on migrant education, suggestions for improved English language programs for migrant children and their parents are presented, along with in-service education recommendations to help teachers gain skills required to teach English as a second language. A health and nutrition program for disadvantaged migrant children is outlined which emphasizes practices in the school which are needed to promote establishment of good health habits. The duality of certain American values and the school's role in value learning are examined. The importance of operational values such as personal independence and group cooperation, and the importance of helping the disadvantaged child to develop his own value system, are emphasized. (DA)

ED 032 142 MF - $0.25, HC - $1.05

"THESE TOO ARE OUR CHILDREN," REPORT OF THE 1967 SUMMER SCHOOL PROGRAM FOR CHILDREN OF MIGRATORY FARM WORKERS.
State University of New York, Albany, 1967, 19p.

The summer school program undertaken in 26 centers in New York State in 1967 served 1,537 migrant children ranging in age from 4 to 13 years. The program had as its major objectives the improvement of the student's self concept, development of his social and scholastic ability, establishment of good health habits, expansion of cultural experiences, and improvement of language and vocabulary skills. Objective evaluation using the Wide Range Achievement Test, Level I, indicated significant improvement in reading and arithmetic. Emphasis throughout the program was on individual attention and small group activities. Instruction centered around situations closely related to the lives of the children. Each of the centers working with Spanish-speaking children was able to employ 1 or more bilingual staff members. Program recommendations include establishment of programs in more schools, establishment of an adequate records transferal system, increased teacher inservice education, and greater continuity in migrant education programs nationally. (DA)

ED 032 144 MF - $0.25, HC - $2.35

BULLETINS FOR TEACHERS OF THE MIGRATORY PUPIL.
Richland School District, Shafter, California, 1967, 45p.

Six bulletins which were developed for teachers as a part of a research and curriculum development project to improve the teaching of migratory pupils are presented in this document. Conclusions are given about the education of migrant students, and characteristics of the disadvantaged child, improving the migratory child's self-image, helping the migratory pupil succeed in school, home visitations, and teaching English as a second language to the migratory child are discussed. Suggestions are made to aid teachers in teaching, understanding, and improving the migrant child. (SW)

ED 032 159 MF - $0.50, HC - $4.80

DIRECTORY OF CONSULTANTS ON MIGRANT EDUCATION, NATIONAL AND STATE LISTS FOR MIGRANT EDUCATION PROGRAMS UNDER TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT, PUBLIC LAW 89-10, AS AMENDED.
Office of Education, Bureau of Elementary and Secondary Education, Department of HEW, Washington, D.C., 1969, 94p.

State and national consultants for the migrant education programs under Title I, Elementary and Secondary Education Act, are available as

resource personnel to assist state or local agencies in the development of educational plans and programs, both short and long range, for children of migratory agricultural workers. Information is given on how to obtain the services of the consultants. State consultants and coordinators are listed alphabetically by states, and national consultants are listed alphabetically by last name. Areas of specialization are indicated next to the name and address of each consultant. (DB)

ED 032 164 MF - $0.50, HC NOT AVAILABLE

A GUIDE TO STAFF DEVELOPMENT ACTIVITIES, USING A FLORIDA CONFERENCE AS A MODEL.
Tuttle, Lester E., Jr. and Russell A. Ciccone (eds.), Florida Atlantic University, Boca Raton, 1969, 118p.

Staff development activities are the subject of a resource guide directed at educators of migrant children. One county participating in the Florida Migratory Child Compensatory Program was selected to serve as a model. Planning for activities should be individually-based, problem-oriented, goal-directed, time-factored, and participant-controlled. Staging of activities should include early establishment of direction, flexibility, maximum interaction of participants, and periodic feedback. Evaluation instruments should provide for opportunity for individualized and uninhibited response and reflection immediately following the activity. Follow-up activities should start immediately, be comprehensive, allow for individual flexibility, and lead to additional planning and direction. Forms, procedures, references, and sample conference results are included. [Not available in hard copy due to marginal legibility of original document.] (JH)

ED 032 171 MF - $0.50, HC - $6.25

AN ANNOTATED BIBLIOGRAPHY OF MIGRANT RELATED MATERIALS. THIRD EDITION.
Tuttle, Lester E., Jr. and Dennis A. Hooker (eds.), Florida Atlantic University, Boca Raton, 1969, 123p.
Also available from Materials Library, Migrant Education Center, Florida Atlantic University, Boca Raton, Florida 33432

Instructional and reference materials applicable to migratory children and youth are compiled in this revised annotated bibliography containing over 800 entries. Materials listed are coded by content area (health, information on migrants and culturally disadvantaged, curriculum materials, guidance, occupation, supplementary information), form, interest level or reading level, and availability. Many of the materials

cited have general applicability to other disadvantaged populations. Further expansions and revisions of this bibliography are anticipated. (JH)

ED 032 178 MF - $0.25, HC - $1.55

MIGRANT CHILDREN...OUTDOOR EDUCATION'S ROLE IN LANGUAGE DEVELOPMENT.
Stapp, William B. and others, Ohio State Board of Education, Columbus, 1969, 29p. These presentations were given at a workshop held at Glen Helen Outdoor Education Center, Yellow Springs, Ohio, May 8-10, 1969.

Four presentations were given at a workshop conducted to consider ways in which outdoor education activities could be utilized in the teaching of language skills to migrant children. Dr. William B. Stapp, University of Michigan, discusses the need for, and major objectives of, environmental education and suggests points to consider in relation to the curriculum. Dr. Thomas M. Stephens, University of Pittsburg, discusses methods of using environmental conditions for language acquisition. Emphasis is placed on external conditions which influence learning, i.e., teacher attitudes, instructional skills, and stimuli available for responding behavior. Instructional materials for outdoor education are discussed by Dr. Carl S. Johnson of Ohio State University. He also lists recommendations for teachers seeking materials for outdoor education. Dr. Mary Harbage, Wright State University, relates outdoor education to language arts, offering various suggestions for creating learning opportunities. Possibilities for developing outdoor education concepts on school grounds are given. (CM)

ED 032 406 MF - $0.25, HC - $2.50

GUIDELINES FOR THE USE OF HEALTH AIDES IN MIGRANT HEALTH PROJECTS. NEW CAREERS PERSPECTIVES REPRINT SERIES NUMBER 7.
Hoff, Wilbur, University Research Corporation, Information Clearinghouse on New Careers, Washington, D.C., 1969, 48p.

These guidelines are the outcome of a nation-wide study which evaluated the effectiveness of the aides employed by sponsors of projects under the Migrant Health Act of 1962. Intended to assist project administrators and other professional workers, the guidelines are organized within a system model consisting of five major phases. The initial planning phase includes formulation of program objectives, determination of program activities, identification of auxiliary staff functions, development of job descriptions, and determination of employment standards. The recruitment phase includes determination of minimum qualifications

for positions, development of selection criteria, and recruitment and selection. The training phase involves (1) developing objectives, (2) identifying knowledge, skills, and attitudes, (3) determining appropriate teaching methods, (4) selecting educational materials, (5) conducting the training program, and (6) evaluating the accomplishments of training. Other phases described concern supervision and evaluation. Appendixes include a classification system for aide activities, job descriptions for various kinds of aides, and examples of career ladders. (JK)

ED 032 990 MF - $0.25, HC - $2.10

THE ABC PROJECT. A REPORT ON THE PROGRAM FOR MIGRANT CHILD EDUCATION AT TOLLESON ELEMENTARY SCHOOL.
McDonald, Thomas F. and Earl Moody, Tolleson Elementary School, Arizona, 1969, 40p.

The basic objectives of the ABC Project, conducted at Tolleson Elementary School during the 1968-69 school year, were to give all disadvantaged migrant children the opportunity to develop a positive self image, build basic language communication patterns, and learn about their present environment in a natural and intellectually stimulating environment. The project attacked 4 areas of concern for migrant Mexican American children: (1) each child was provided a balanced lunch each day to aid nutritional deficiencies; (2) provisions were made for physical examinations and health care; (3) guidance functions included testing, placement, and referral; and (4) an integrated instruction program was provided in experiencing, listening, speaking, reading and writing, and the social skills that underlie these activities. Students were grouped by age and reading levels into 4 groups. The evaluation indicated that there were significant differences in communication patterns and concept formations. (DK)

ED 033 774 MF - $0.50, HC - $3.30

ARIZONA TEACHER EXCHANGE 1969, A COMPONENT OF MIGRANT CHILD EDUCATION.
Arizona State Department of Public Instruction, Division of Migrant Child Education, Phoenix, 1969, 64p.

As part of an annual program the Office of Migrant Child Education, Arizona State Department of Public Instruction, made arrangements to send teachers to the States of Colorado and Washington for a tour of their Migrant Child Education programs. The program objectives were to provide an opportunity for State educational agencies to share training techniques, materials, and procedures through practical application and on-site observation, and to provide training to develop resource personnel for assisting in the State educational agencies' development of future inter- and intra-state programs as funds become available. This document contains actual reports or excerpts from reports of the Arizona delegation that traveled to Colorado and Washington, July 14-18, 1969.

The participants were a teacher or administrator from each of the Migrant Child Education Projects in Arizona recommended by the administrator of that project. (DK)

ED 033 785 MF - $0.25, HC - $2.75

SESSIONS SUMMARIES - EXEMPLARY INDIVIDUAL CAMPER EVALUATIONS AND OTHER PERTINENT DATA DEVELOPED IN THE EXPLORATORY PROGRAM IN DECENTRALIZED CAMPING FOR CHILDREN OF MIGRANT LABORERS.
Conservation and Environmental Science Center for Southern New Jersey, Brown Mills, 1969, 53p.

The purpose, scope, problems, and evaluations of a summer camping program for children of migrant laborers are featured in this report. Because these children (ages 10-13) are often cast in the role of assistant parents, they lack the opportunity to participate actively in activities which children their age should enjoy. The design of the summer camping programs was aimed at providing some of these experiences. Camping sessions lasted 2 weeks and were under the direction of a professional staff. The complete report includes summaries of the 2 sessions held in the summer of 1969 at Whitesbog, New Jersey; a sample evaluation sheet; anecdotal record; and personal interview summary. The counselors' evaluations and recommended procedural changes, plus revised reporting forms, conclude the report. (DB)

ED 033 802 MF - $0.25, HC - $0.80

MIGRANTS IN UTAH.
Nelson, Kerry D., Utah State Department of Public Instruction, Salt Lake City, 1968, 14p.

Migration patterns, health standards, living conditions, and educational opportunities are the highlights of this report of migrant farm workers in Utah. A review of the migratory worker streams in the United States reveals that most migratory workers in Utah come from the Rio Grande valley area of the southwestern United States. Because most are Mexican Americans, cultural and language conflicts create problems. Health conditions and problems are reviewed and a specific case is presented for illustration. A brief section of the report covers problems of adequate living conditions. Considerable attention is focused on the education of the children of the migrant workers. This aspect is viewed from many angles, and the effects of recent Federal legislation are evaluated. (DB)

ED 033 809 MF - $0.25, HC - $1.80

ANNUAL EVALUATION REPORT FOR MIGRANT PROGRAMS, FISCAL YEAR 1969 (SCHOOL YEAR 1968-69).
Iowa State Department of Public Instruction, Des Moines, 1969, 34p.

A 1969 summer program for the education of migrants in Iowa, operated under Title I of the Elementary and Secondary Education Act of 1965, is summarized and evaluated. Program components reported on are: exemplary projects, children served, grade placement, teacher-pupil ratio, inter-relationships with regular Title I programs, coordination with other programs, in-service training, non-public-school participation, dissemination, and community involvement. Program effectiveness, special areas, construction equipment, supportive services, program integration, and staff utilization are also considered. The report offers a critique of the 1969 program, a projection for future programs, and some sample test reports used to evaluate the levels of reading, language arts, and mathematics for each student involved in the program. (DB)

ED 033 814 MF - $0.25, HC - $1.60

EDUCATION ON THE MOVE. PART II, REPORT OF A 1961 DEMONSTRATION SUMMER SCHOOL FOR MIGRANT CHILDREN IN MANITOWOC COUNTY, WISCONSIN.
Manitowoc County Migrant Committee, Wisconsin, 1962, 30p.

In the summer of 1961, migrant children took part in an experimental education program held in Manitowoc County, Wisconsin. The unique factor in this program was the utilization of local school children as catalytic agents in the classrooms. The migrant children were given 2 four-week programs which ran concurrently with the general 8-week summer school. A general evaluation indicates the success of the program and provides information concerning costs and attendance. An appendix indicates the efforts made by a local school during the regular school year to meet the needs of the migrant children. (DK)

ED 034 621 MF - $0.25, HC - $1.10

CHANGES IN ATTITUDINAL CHARACTERISTICS OF MIGRANT AND EX-MIGRANT WORKERS INVOLVED IN ADULT EDUCATION. FINAL REPORT.
University of New Mexico, College of Education, Albuquerque, 1969, 20p.

To ascertain and assess the changes in social and attitudinal characteristics among migrant and ex-migrant workers because of participation in adult education programs, 208 subjects were randomly selected from the Southwest. The selection was made from 3 program groups--adult basic,

vocational, and pre-vocational education. Each subject was administered a pre- and post-test on the California Test of Personality, Muncy's Scale of Acculturation, Winslow's Scale of Alienation, the MSU Work Beliefs Checklist, and Haller's Occupational Aspiration Scale. The complete analysis produced several significant results both in change within each group and differences in change between groups. The study suggests that adult education projects should anticipate and try to enhance the observed attitudinal changes as measured by the California Test of Personality. Changes in attitudes as observed in this study should result in the student being more capable of functioning in the Anglo middle class culture, and this should be one of the aim's of any adult education program. (DK)

ED 034 647 MF - $0.25, HC - $2.15

STATE EVALUATION REPORT FOR MIGRANT PROGRAMS, TITLE I, ESEA - WISCONSIN, 1968.
Kahl, William C., Wisconsin State Department of Public Instruction, Madison, 1968, 41p.

Brief descriptions of 7 programs specifically designed to alleviate migrant problems were considered exemplary innovative activities, as defined by the U. S. Office of Education in the migrant evaluation format, and had not been previously tried within the State of Wisconsin. General program effectiveness (statewide) is described, including cooperative interrelationships, coordination, and community involvement, relative to the program's stated objectives. The appendix contains news releases pertaining to the various programs evaluated. (DK)

ED 034 908 MF - $0.50, HC - $4.35

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: ENVIRONMENTAL INFLUENCES IN THE EARLY EDUCATION OF MIGRANT AND DISADVANTAGED STUDENTS.
Council for Exceptional Children, Arlington, Virginia, 1969, 85p.

Conference papers on early childhood education cover the following topics: individual variation among preschoolers in a cognitive intervention program in low income families, presented by Phyllis Levenstein; programmatic research on disadvantaged youth and an ameliorative intervention program, by Merle B. Karnes and others; special education and disadvantaged Mexican Americans, by Armando Rodriguez; disadvantaged migrant students and remediation through vocational education, by William M. Smith; remediation and practical approaches to learning disabilities of migrant students, by Aris Diaz; and environmental criteria for preschool day care facilities, by Randolph L. Waligura and M. Thompson. (RJ)

ED 035 494 MF - $0.25, HC NOT AVAILABLE

LANGUAGE GAMES IN THE YAKIMA VALLEY. FINAL REPORT.
Crawford, Jack and others, Center for the Study of Migrant and Indian Education, Toppenish, Washington, 1969, 19p.

English language development is a major educational problem of children of migrant agricultural workers and of native Indians. A program is described which utilized Teaching Research Language Development materials so they could be taught by teacher aides. The materials, commonly known as "Language Games," were structured in order that the children participating could help to teach one another. By 16 weeks, based on an average of 15 minutes per day, 4 times per week, significant increases in learning performances were noted, and continued used of games is expected to result in even more effective increases in language expression. The process of choosing children and teacher aides to participate in the program is described. The intensive training program with aides working directly with children is reviewed. Methods of program evaluation are also discussed. [Not available in hard copy due to marginal legibility of original document.] (SW)

ED 035 702 MF - $0.25, HC - $1.75

EVALUATION REPORT OF THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION. TOPPENISH, WASHINGTON.
Central Washington State College, Ellensburg, 1969, 33p.

The Center for the Study of Migrant and Indian Education was designed to provide a continuity of educational goals among agencies, colleges, and public schools. Topics included in this evaluation report are the advisory committee proceedings, accomplishments of curriculum materials services, student-teaching, language games programs, training of teacher aides, migrant institute, Indian summer school, family services, research and development in the areas of education, consulting services, training of diagnosticians, teachers and counselors, dissemination of information, and local and state coordination. Interviews with key people, along with evaluative comments, are also included. (KG)

ED 036 355 MF - $0.50, HC - $5.10

FAMILY PLANNING SERVICES AVAILABLE TO MIGRATORY FARM WORKERS IN THE UNITED STATES.
Southwest Region Planned Parenthood-World Population, Austin, Texas, 1970, 100p.

The directory is intended to serve those working at providing migrant workers with family planning services. Covering 46 states, it lists agencies and their addresses, schedules, appropriate contacts, and birth control methods available and fees charged (if any). The directory should

be of particular help in providing a continuity of service to the migrants as they travel about the United States. This will mean better service as the family seeks regular medical checkups, examinations, consultation, and advice. A related document is ED 031 328. (BD)

ED 036 380 MF - $0.25, HC - $0.85

LEARNING PROBLEMS OF THE MIGRANT CHILD. ANNOTATED BIBLIOGRAPHY.
Pugh, Patricia A. and Marlene L. Scardamalia, 1967, 15p. This bibliography was prepared for the Bucknell Conference on Learning Problems of the Migrant Child, Bucknell University, Lewisburg, Pennsylvania, August 1967.

Since the migrant family has unique economic and educational problems which substantially influence the children, this annotated bibliography was compiled to present literature which is directly related to these problems. More than 50 entries, published from 1957 through 1967, comprise the bibliography. The document is appended with evaluations of the nature and content of each entry, and with ratings of each entry on the basis of relevance to the 1967 Bucknell Conference on Learning Problems of the Migrant Child. (BD)

ED 036 393 MF - $0.25, HC - $0.30

TUTORIAL AND ENRICHMENT PROGRAM, 1968-69.
Markham Elementary School, Pompano Beach, Florida, 1969, 4p.

Markham Elementary School of Pompano Beach, Florida, proposes a program utilizing its facilities for after-school activities involving the children of migrant workers unable to be at home when the children are normally released from school. The purpose is to bring about a significant improvement in pupil attitude toward school and an improvement in academic and non-academic areas of development. It is noted that tutorial and enrichment activities should be enhanced through a system of token rewards which can be exchanged for pens, toothbrushes, etc., at the "store" operated by the student council. Funds for the project would be provided by Title I of the Elementary and Secondary Education Act and by county and state sources. (BD)

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